

Day Two: Choosing Leadership Styles

Objectives

Participants will:

- * Understand the personal choices that a supervisor makes in becoming a leader.
- * Choose personal styles that effectively communicate leadership to crew members.



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Discussion - use the blank spaces for your own notes

What was your biggest problem in adjusting to your new role when you first became a supervisor?

What or who helped you to overcome these problems?

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Discussion

Being a Leader means taking on new roles.

What new roles have you taken on in your life?

Discussion

A Leader brings changes into people's lives at work.

People need time to adjust to change

Make a break with the past.

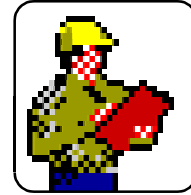
Allow a “neutral period” while people adjust to the change

Make a new beginning

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Case Study

Hand over the Clipboard!



The Situation:

It is your first day on the job as an HMS1. You meet with your crew in the shop to give out the assignments you have gotten from your HMS2. When you approach the crew, Charlie tells you to hand over the clip board with the assignments and let the crew look them over. Charlie goes on to tell you that it was just luck that you got the promotion to HMS1 and to remember that you are the same guy you were last Tuesday when you were an HMW1. Sam reminds you that he worked with your father for ten years and he doesn't want to have to tell your Dad that you've gone over to management. Jim, whom you've worked with for years, just scowls at you.

Questions:

What do you say? What do you do?

Case Study

Slow Down

The Situation:

George, your HMS2, calls you from an accident site and tells you to bring a crew out to help clean up. When you arrive at the site, George explains to everyone the clean up jobs that need to be done. Everyone gets to work right away until George leaves. After he leaves, Jim and Charlie, who are clearing away smashed guiderail, seem to slow down. You notice them laughing together. Mary Ann, who is flagging traffic near by, walks over to you and asks if you are going to do anything about those two.

Question:

How do you answer Mary Ann? What do you do in this situation? What should have happened in this situation?

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Case Study

Correct Procedure?

The Situation:

You are in a patrol truck checking on pavement conditions during a lull in a storm. You see Sam going by in a heavy dump with the plow and wing up. He is just spreading salt on this part of his beat. In your opinion there is enough accumulation to warrant plowing. A short time later, at the shop, you take him aside to discuss this with him. You tell him that under these conditions he should always be clearing snow with the plow and wing. Sam becomes upset and tells you that he is certified to run OPP and he knows how to handle his beat. He says he has been plowing snow since you were in diapers. He asks you if you are giving him an order or just giving him a hard time.

Question:

What do you say to Sam? What should have happened differently?

Discussion

Leadership Values:

Does the crew hear you supporting these values? Do they know that these things are important to you?

- *A leader has to believe in the value of the work.*
- *A leader communicates a sense of pride in the crew's accomplishments.*
- *A leader reminds people that the work matters and that they matter.*

Set the right tone: Let the values of the organization be reflected and supported in the words you use with your crew. Talk to them about pride, job satisfaction, accomplishment, and public service. Let them know that you believe in these values.

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Discussion Questions

How Much Control Should You Use?

In the following situations, would a supervisor choose to control the situation tightly or to loosen up and let people “do their own thing?”

Should the supervisor give strict orders for how the work is to be done?

Should the supervisor monitor the workers closely to see how they are doing?

1. You are supervising a tree pruning crew. An ice storm has knocked down large trees and they are scattered over a section of road. The weather is still bad and the work looks dangerous.
2. You have two new trainees on your crew. The guide rail job they are working on is not dangerous but you need to have it done right.
3. You are assigned as a shift supervisor during snow and ice operations. A moderate storm has just ended, the sun is out and your drivers are out on their beats. Do you radio each driver every 10 minutes to ask for road conditions?
4. You are a BRS1 working on culvert repair. An experienced residency crew is helping you with work zone safety and equipment under the supervision of their HMS1. Do you check on them frequently to make sure that they are doing the job right?

Discussion Questions

How do you Communicate Control?

The need for either loose or tight control will influence the style of communication you use as a supervisor. The following diagram gives a picture of the range of control a supervisor needs to consider:

Control Diagram:

HI Control		Moderate Control		Low Control	
<i>Communication Style 1:</i> Telling Directing Controlling		<i>Communication Style 2:</i> Selling Reasoning Persuading		<i>Communication Style 3:</i> “Counseling” Reinforcing Participating	<i>Communication Style 4:</i> Advising Delegating Observing

Which communication style should you use when you are:

1. Giving instructions for the safe operation of a new power tool.
2. Talking to an HMW2 about a routine ditching operation that he/she is going to lead.
3. Conducting a tailgate session on a new and controversial policy.
4. Discussing the best way do preventive maintenance on heavy dumps at the end of a shift.

In real work situations, when you decide which communication approach is best, **use it!** Don't beat around the bush. Don't "talk around things." Don't switch styles to see how people will react. Deliver a clear message so that people will understand "where you are coming from."

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Reading

Choice of Leadership Styles

Leadership Styles:

Demonstrating	Coaching	Counseling	Observing
<p><i>Sports Example:</i></p> <p>Run the pass play yourself so that the quarterback can see what you want and how to do it right.</p> <p>(Good approach for developing a new recruit who hasn't yet mastered the skills)</p>	<p><i>Sports Example:</i></p> <p>Tell the quarterback exactly how to run the play. Watch the play closely to make sure it goes right.</p> <p>(Good approach to use on the practice field to work out new moves)</p>	<p><i>Sports Example:</i></p> <p>Talk over the play with the quarterback and get him to see the consequences and advantages of the different ways to run the play.</p> <p>(Good approach to use in the classroom to go over strategies)</p>	<p><i>Sports Example:</i></p> <p>Watch from the sidelines and let the quarterback run the play the way he wants. Discuss the results afterward.</p> <p>(Good approach to use on game day to reinforce your trust in the player)</p>
<p><i>At Work:</i></p> <p>Take over the loader and show Jim exactly how to curl the bucket.</p>	<p><i>At Work:</i></p> <p>Explain to Jim exactly what controls to use and how to use them to curl the loader bucket.</p>	<p><i>At Work:</i></p> <p>Discuss with Jim how the loader bucket scoops up salt and let him discover for himself how to use the controls while you watch to make sure he does it right.</p>	<p><i>At Work:</i></p> <p>Describe to Jim the job that he needs to do with the loader. Let him figure out any new features for himself. Check back later to see if he was successful.</p>

Reading

Explain Yourself

Explain your choice of style to your crew. Explain the role you are playing, put it into words, and ask for their help. People will usually respond to an honest appeal for their cooperation. For example in a situation that calls for high control, a supervisor might say:

"This job is dangerous and has to be done quickly. There is only one way that this can be done. Please watch the way I do this and do it exactly that way, OK? I have to be very direct about this because I know from experience how important this is. That's why I have to be so definite. Are you with me on this?"

Or in a different situation that calls for low control, a supervisor might say:

"We can try different ways of doing this because there is plenty of time and very little hazard. Usually I would tell you how to do a job, but on this I think you could try things out yourself to see if they work. It's not that I don't know how to do this, but this is a good opportunity for you to figure it out yourself. Want to try it?"

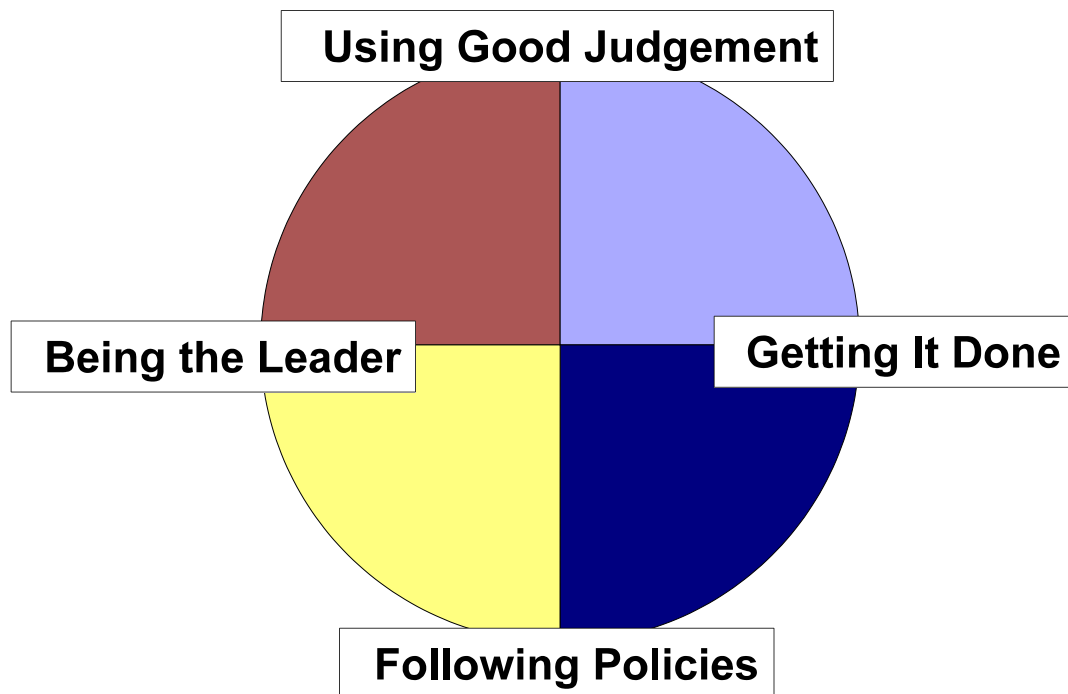
If you are willing to explain your choice of leadership style, to explain "where you are coming from," you leave the door open for people to follow. If you are unwilling to explain your choice of leadership style, if you won't make the effort, you are headed for trouble.

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Reading - Discussion

Competing Values

Different concerns will compete for the attention of the supervisor in any situation. These concerns, or values, will influence the supervisor's choice of leadership style. These competing values will often point the supervisor in different directions. The supervisor may have to balance them to find the correct course of action.



(adapted from *A Framework for Excellence*, Sue Faerman and Robert Quinn, NYS GOER, 1990)

Reading

Examples of how these Competing Values might be important in different situations:

*** Using Good Judgement:** In making decisions, the supervisor must consistently use good judgement. Are you doing the right thing in the situation?

1st Example: You are in the early hours of an approaching late autumn storm. Your crew is ready to plow any snow that accumulates on the road. A light drizzle of rain is falling. Should you have your crew out salting or spreading chemicals in anticipation of the storm? You have to balance the policies of your residency against your own judgement of the situation.

2^d Example: You are digging a drainage ditch along a roadside that has experienced flooding in the past. There is a heavy rain storm approaching. Your ditch is a straight sided trench. Although you know that your RE is in favor of rounded ditches, you feel that you want to get this done as fast as possible. What risks are there for you in making this decision?

*** Getting the Job Done:** The supervisor must always keep an eye on the schedule.

1st Example: You've got a chance to get some roadside and median mowing done along an interstate before some bigger projects come up. You could spend some time instructing the crew in how to make the roadside look as perfect as possible, but you also have a lot of miles of mowing to do before you have to start those other projects. You have to balance the need to develop crew skills against the need to get the job done.

2^d Example: You have a new person assigned to loading truck hoppers. A storm is in progress and you need to get the trucks out on the road. You notice that the new person is hitting the sideboards of the vehicle every time he loads a truck. Should you slow down operations, talk to the operator, and coach him/her through the skills of loading the trucks properly?

*** Following Policies:** The supervisor must also make sure that his or her decisions are consistent with policy. If the supervisor's decision goes against the rules, the crew's efforts are wasted.

1st Example: Mary Ann comes to you with a sexual harassment complaint against

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a member of a different crew. As she describes the situation, you realize that you know the person. You don't think that this person could have harassed Mary Ann. You feel that you could smooth this over without any official reports being made. Should you suggest to Mary Ann that she drop her charge and let you handle this, or should you report her complaint to your boss?

2d Example: You have developed a skill at setting guide rail posts by hammering them in with a front end loader bucket. The way you do it does not damage the machine. However you have heard representatives from Equipment Management discouraging the use of loader buckets for this job. One day, it is your turn to train new crew members in guide rail replacement. What are you going to tell them about setting the posts?

* **Being the Leader:** The crew always looks to the supervisor for guidance on how the job is supposed to be done.

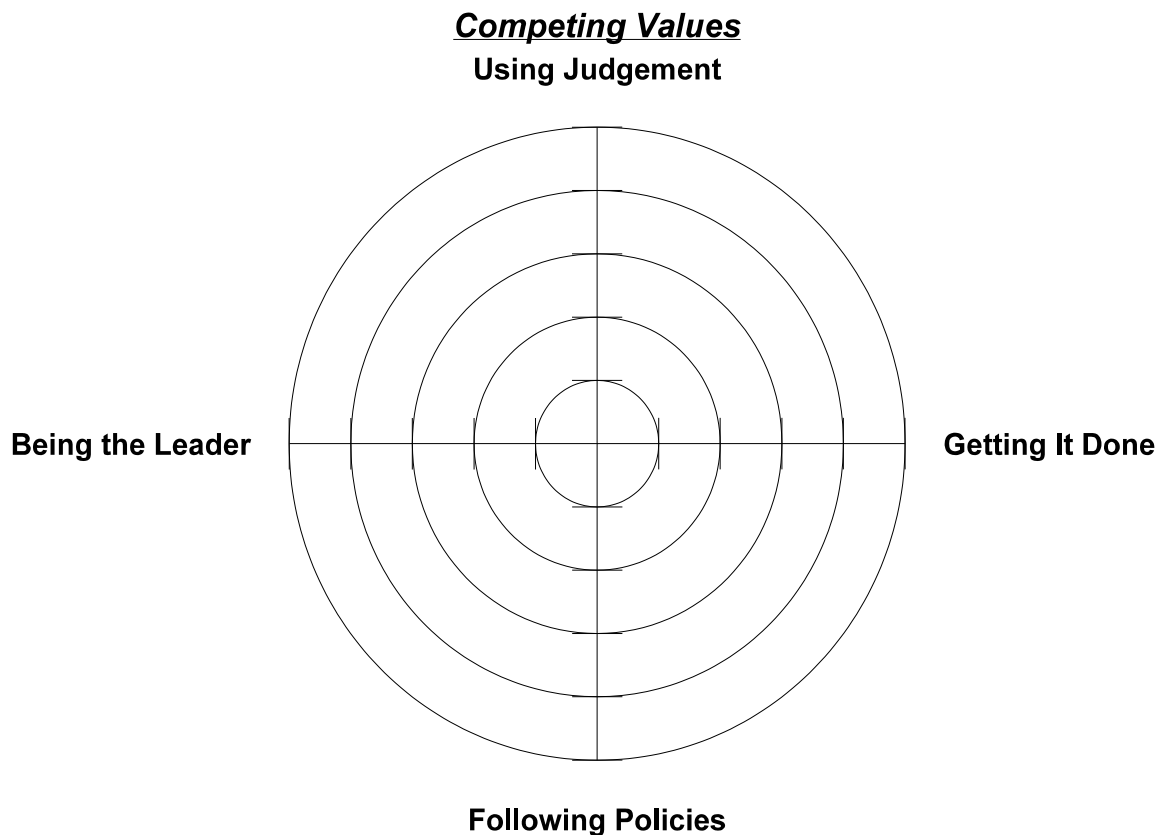
1st Example: Your crew is patching a string of potholes as fast as they can using the "throw and go" method. Paving material is bouncing out of the patches before they even move on to the next hole. As you walk up to them at a pothole, they stop work and wait to hear what you have to say. You have to balance the need to get things done against the need to have them do the job the way you know it should be done.

2d Example: Tony and Mike are talking to Taylor about how to run the Large Roller at a paving operation. Taylor has completed training on the Large Roller but is not yet certified. They are both talking at once and they sometimes disagree with each other. As you come up to them, Taylor looks at you blankly while both Tony and Mike continue trying to make their points. How do you manage the situation?

Self Analysis Exercise

Your Leadership Strengths and Improvement Opportunities

Plot your own strengths and improvement opportunities on the chart below. You can keep your chart completely confidential, so be honest with yourself! If you are particularly good at a supervisory value such as “Being the Leader,” give yourself a dot near the outer circle. If you are less good at that value, if “Being the Leader” is something that is always a struggle for you, place your dot closer toward the center of the circle. Connect the dots to get a picture of your pattern of strengths.



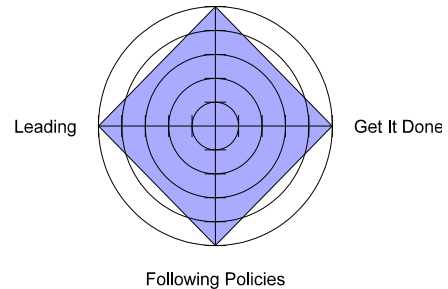
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Strengths: The Balanced Chart

If your chart shows equal strengths in all areas, you probably have a balanced approach to supervision. This is the ideal condition. The best leaders are able to balance the different concerns that compete for a supervisor's attention.

Competing Values

Using Judgement

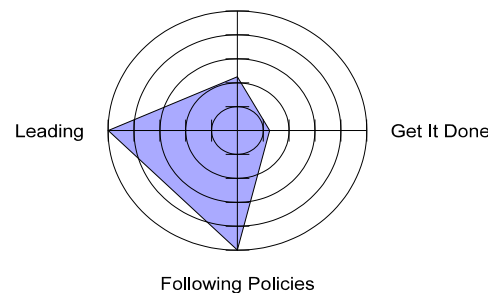


Improvement Opportunities

If on the other hand, there are areas on your chart that are not as strong. You should consider these to be improvement opportunities. Look for advice and coaching on how you could improve your skills in these areas. Each area is explained below:

Competing Values

Using Judgement



Guides to the Skill Areas:

First Quadrant:

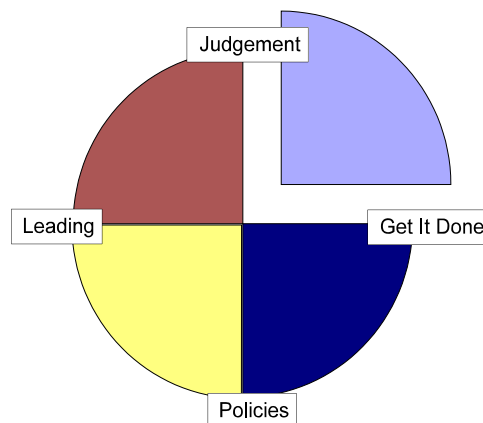
If your improvement area lies between ***Using Judgement*** and ***Getting It Done***, look for coaching on how to deal with change and how to manage resources. You are in a skills area here that calls for knowledge of how Maintenance works as an organization and how you can get what you need for your crew.

In Brief: Organizational "Savvy"

Discussion Questions:

When does your crew need your leadership in getting resources? What changes have occurred while you have been a supervisor? How have you coped?

Supervisory Skill Areas



Dealing with Change & Managing Resources

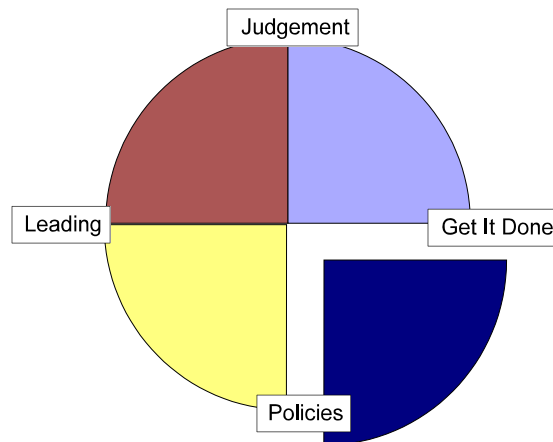
Second Quadrant:

If your improvement area lies between ***Getting It Done*** and ***Following Policies***, look for coaching on how to give clear directions, measure performance, and take charge assertively. You are in a skills area here that calls for knowledge of how to provide structure and organization for the crew and their work.

In Brief: Giving Directions

Discussion Questions: What work situations call for clear and decisive directions? How do you measure day-to-day performance?

Supervisory Skill Areas



Directing Work and Getting Results

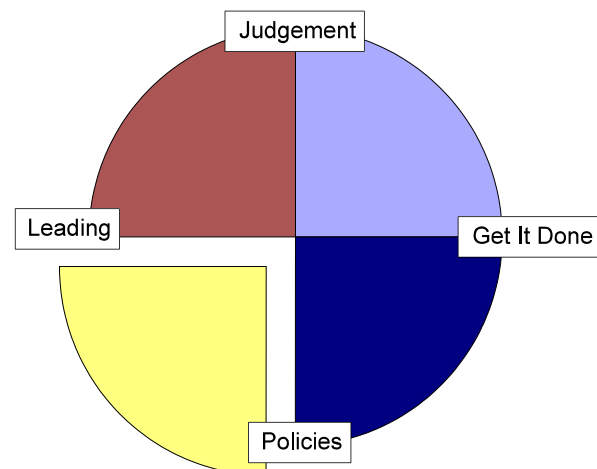
Third Quadrant:

If your improvement area lies between ***Following Policies*** and ***Being the Leader***, look for coaching on how to plan work, record and report progress, and schedule assignments. You are in a skills area here that calls for knowledge of how to monitor and coordinate the efforts of your crew and how to fit in with residency operations.

In Brief: Managing the Details

Discussion Questions: What records and reports do you keep track of? Who helps with this? What plans do you have to follow? How do you decide on "who does what?"

Supervisory Skill Areas



Scheduling and Controlling Work

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Fourth Quadrant:

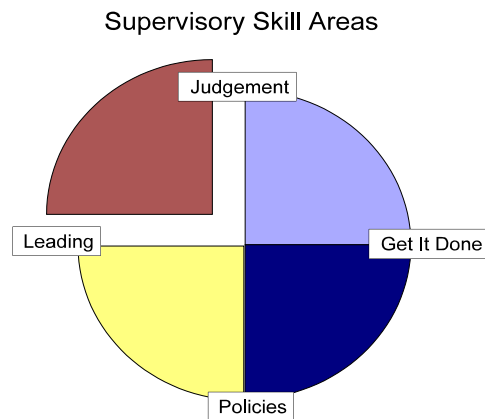
If your improvement area lies between ***Being the Leader*** and ***Using Judgement***, look for coaching on how to train, mentor, and motivate. You are in a skills area here that calls for knowledge of how to develop the crew's skills and create the best work environment for them.

In Brief: Know your People and Expect Their Best.

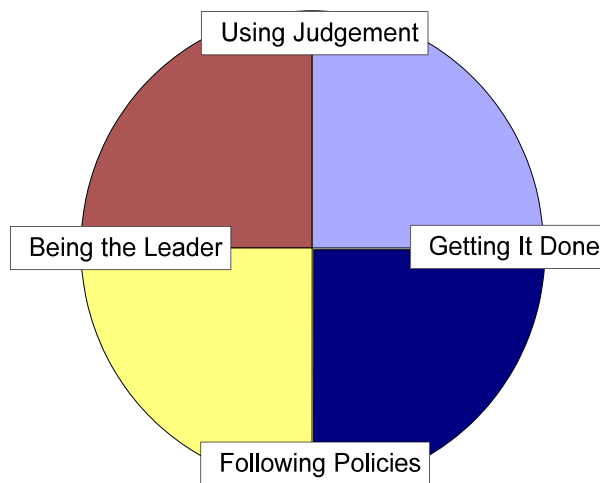
Discussion Questions: Are you a positive motivational force for the crew? Do they enjoy working for you, personally? If so, why? If not, why not?





Summary Chart of
Supervisory Values
(the X - Y Axis)

and the Supervisory
Skill Areas that
support those values
(the quadrants between
the X - Y Axis)



 **Team Building, Coaching and Training**



-  Dealing with Change & Managing Resources
-  Team Building, Coaching and Training
-  Scheduling and Controlling Work
-  Directing Work & Getting Results

Case Study

More Important Things?

The Situation:

In the morning, you give out two different assignments to your crew. You tell half the crew to come with you in a patrol truck to a ditching operation site and you tell Tony, Mike and Jim to follow you in another patrol truck to a site to cut brush. You stop at the brush cutting site and get Tony, Mike and Jim started and then you go on with the other half of the crew to the ditching operation site. When you return to the brush cutting site after two hours, you notice that very little of the brush has been cleared. You ask the crew why this is, and instead of responding to you, they slowly and quietly turn back to work. At the end of the morning, Tony privately asks you why you had the best part of the crew out cutting brush for half the day when there were more important things to be done.

Questions:

How do you respond to Tony?
What else do you do?

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Case Study

Nobody Wants to Work With Charlie

The Situation:

You are supervising a bridge crew and have been assigned a difficult and lengthy job repairing a head wall. You find your crew all together in the break room. You start to tell them about the job and one of them interrupts you, points to Charlie and says that the crew doesn't want to work around him. The rest of the crew is silent. Some of them look like they agree, some look like they are just waiting for your reaction.

Question:

What do you do next?

Case Study

Residency Clean Up

The Situation:

Charlie comes to you with a complaint. He says that he has been assigned to residency clean up more often than is fair. He says that this job includes cleaning bathrooms which he dislikes. He tells you he isn't a janitor and if he keeps getting this assignment every time it comes up, he will put in a grievance. Although cleaning the residency is usually done by a group of two or three workers, you realize that you usually include Charlie in the group when you make the assignments.

Question:

What do you say to Charlie?

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Case Study

Backing Accident?

The Situation:

You notice four of your crew standing around a truck in the yard. No one is in the cab. Immediately behind the truck is a hopper on a rack. The hopper looks like something has just smashed into it. As you approach the crew, nobody says anything and nobody looks at you.

Question:

What do you do?

Case Study

Where's Tim?

The Situation:

Tim missed the truck this morning. You saw Tim when the shift began but didn't see him when it was time to go to the job site. You asked Jose to search the residency for him, but Tim could not be found. When you return to the residency, Tim tells you that he was in the bathroom when the truck left. Tim has been left behind twice before.

Question:

What do you say to Tim?

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Case Study

Shift Assignment Grievance

The Situation:

Mike was turned down for winter shift assignment to a reload location that he wanted. This particular reload location is closer to Mike's home than the main residency, but it is only open in the winter. A special crew worker with more seniority than Mike was given the assignment instead of Mike. Mike grieved because he felt that special crew workers were not supposed to displace residency workers. Mike has just been notified that his grievance was denied. Mike is still upset and does not accept the reasons for the denial of his grievance. You feel you need to explain things to Mike to keep up his morale.

Question:

What do you say to him?

Summary



Leaders play many different roles.
This is part of the “emotional labor” of doing the job.

Good leaders learn how to play these differing roles in open and honest ways that meet the needs of differing situations. This is all part of knowing yourself and the image you project.

Good leaders learn how to explain themselves to the crew.

Supervisors are responsible for the motivational climate of the work place.

Know your people. Find out what they need from you. Challenge them to do their best and provide a positive climate. Then, get out of their way and let them do their jobs.

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